"Spirit of the South" Number

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April 15, 1929

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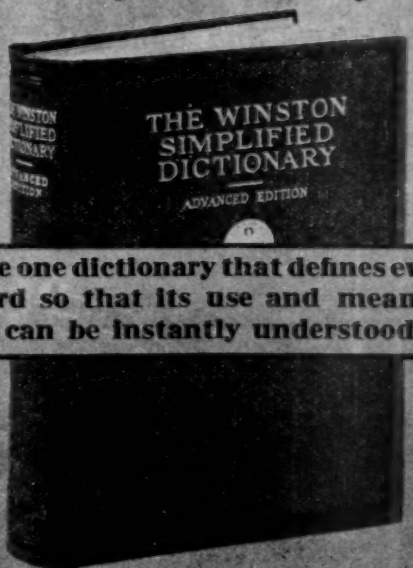

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

After a month's enforced complete rest our Editor-in-chief is in the best of health, and is on full duty in every way.

Only the Best Is Good

THE Spirit of the South has the advantage of joining the pageant of progress when the slogan of everybody everywhere is: "Only the Best is Good."

There is something radically wrong today when anybody anywhere is satisfied with anything that is not the best that anybody anywhere has, for every one believes it is possible to have everything the best it ever was anywhere. There was never anything approaching this condition, and it is universal.

Some people do not like it. They are never quite happy unless they are a little unhappy, but we are thankful to have lived to enjoy the South when people are not saying: "Things in the South are not quite as bad as they were." We were thankful when they began to say: "Things are better in the South than they were." Happier, yet, when they said: "Things are in pretty good shape in the South now."

We rejoice with joy unspeakable to have lived to see the time when the general tone of everybody in the South is that the Twentieth Century is the best in the world's history, that the New World is the best place on the globe, that the South is the best part of the United States, that we are going to have the best schools, the best teachers, the best hotels, the best railroads, and the best tourist business in the world.

Go to Atlanta and enjoy the best June weather you ever had, and the best meeting the National Education Association has ever known, and tell everybody everywhere ever after that you had the best time in your life at Atlanta!

Secondary School Teachers

THE preparation of secondary school teachers is the most important educational service of the day.

The graduate year of professional teachers of high school students must be devoted to preparation for teaching live subjects in a live way to live youth, whose chief interest is in making good use of the immediate future.

In the preparation of teachers of youth in high schools little or no attention should be given to the academic museum phases of history and literature, which are chiefly interesting because they have ceased to be of value, belonging with museum material such as the chaise, tip cart, and wooden plow.

Questionnaires

A QUESTIONNAIRE is only justifiable when the answers are by persons who are, or were at the time the questionnaire is concerned, recognized authorities on that subject, were disinterested, were conversant with rival interests.

A broadcasted questionnaire is as worthless as the record of the weather in 1900. There is but one day in a past weather record that is worth knowing. That is the day when it was the best or worst weather up to that time. That is only valuable sometime when weather breaks that record.

There are few persons whose opinions are worth anything on any vital subject. Those are persons in whose judgment every one interested has confidence; who are wholly disinterested, and who have the latest information on the subject.

It so happens that we know rather intimately all public school men of importance from 1870 to 1900, and there are not twenty of them whose attitude on any question of those thirty years I would consider worth anything today.

THOMAS A. EDISON, at eighty-two years of age, says that we do not know one-millionth of one per cent. of anything, and there are business men (?) who insist that we teach too much of too many things in the first six years of school life, in which most children get all of the school life they will ever have.

Tragedy of Cheapness

THE Spirit of the South is triumphing over the tragedy of cheapness which terrorized her for half a century when, under the reign of the Inferiority Complex, nobody expected the best of anything from anybody in the South.

With such climate, such Northern markets, such tourist enthusiasm, such a spirit of prosperity, such a wholesome joyousness as is now in the South, it is a civic, social and religious crime to whisper cheapness in anything for anybody.

Stoddard to Providence

PROVIDENCE offers A. J. Stoddard of Schenectady as attractive a professional future as has come to any one in many a day. Superintendent Winslow has given the city professionally in every way as keen a spirit of progress as any city could have, and no other city has a better combination of educational influence behind it and around it than has Providence.

The school spirit dominates the entire state without having created the slightest antagonism because of suspicion of a spirit of dominance.

The State Department, Brown University, the College of Education, every educational leader will give Stoddard unlimited support, and there are no weak spots or professional sore spots in the city or state.

University Publications

THE leading universities have their own publishing plants. Teachers College, Columbia University, has a bureau of publications that issues several professional, scientific and text books every year. They are always the latest suggestion of the professionalism of Columbia University, which is as distinct an educational personality as there is in America.

Just now we are impressed with the "Enriched" Handbooks. They are the latest word in re-created secondary schools. The three special creations are "Enriched Teaching of English in the High School," "Enriched Teaching of Science in the High School," and "Enriched Teaching of Mathematics in the High School."

Enrichment is the slogan of the new education in the closing years of the public school course.

The International Kindergarten Union will hold its 1929 meeting in Rochester, N.Y., with a program of surpassing interest and importance with such speakers as Dean William F. Russell, James F. Hosic, Harriet M. Johnson, Herbert S. Weet, Marjorie Hardy, Margaret Mathias, Ruth L. Bristol, Catherine Watkins, Edna Dean Baker, Dr. W. E. Blatz of Toronto, Mary Jean Miller.

J. M. Gwinn's Latest

AS IS HIS custom, Dr. J. M. Gwinn, San Francisco, saw the opportunity to give wing to his thought on a Cleveland occasion:—

"Lindy leads, he can't be beat,
Much to all rivals' sorrow;
While they can fly only today,
He's already flown to Morrow."

The Spirit of the South

By A. E. WINSHIP

IT SHOULD mean much to the South, to the United States, to the New World, and to Christian civilization to have the National Education Association meet in Atlanta this summer.

The Spirit of the South is the most hopeful sign in the world at the present time.

If the Spirit of the South can be adequately promoted, if it can be wisely utilized, and if it is skilfully unified, it will establish Christian civilization in every nook and corner of the globe by 1950.

The Spirit of the South has already achieved marvelous results in making the South of today equal to any section of the United States in every way.

That which the Spirit of the South *has* accomplished relieves all necessity of talking about what she might or can accomplish.

It is three hundred and twenty-three years since the South was captured by the English, and for two and a half centuries the Spirit of the South was financially, socially and civically dominant in the New World.

Then for half a century there was tragedy in the South. For the next quarter of a century there was readjustment, and for the past five years there have been miraculous achievements.

Nothing but the rankest stupidity can prevent the Spirit of the South from captivating the New World and the Old and dominating Christian civilization everywhere.

Nowhere else under one peaceful government is there a belt of such soil and climate paralleled by a similar belt from sea to sea that has adequate market for the products of that soil and climate as has the South.

Now for the first time in the world's history are there transportation facilities, public and private, that interweave all interests, financial, social and civic. Never before could the South be the gainer in every respect without serious disadvantage to the North. The automobile, concrete boulevard, and airplanes benefit the South without being a disadvantage to the North.

Already one *Southern State nosed out Ohio* in International revenue receipts from *fifth* place in *1925*; *Michigan* from *fourth* place in *1926*; *Illinois* from *third* place in *1927;* and almost nosed *Pennsylvania* from *second* place in *1928*.

North Carolina took the lead with ease with the coming of the Twentieth Century because she was not trying to lead the South but was determined to be the leader of America in public schools, in public welfare, and in good roads.

No other state in the Union has ever set as startling a standard as was set by North Carolina by Governor Aycock, who said in substance: "I want no one to support me as candidate for governor who does not want to pay higher taxes for better schools, better living conditions and better roads."

There are eminent scholastic and scientific universities in the South internationally recognized. There are state universities ranking with the leading institutions in the North; there is an Institute of Technology challenging the efficiency of any in the country; there is an agricultural college whose service is unsurpassed; there are women's colleges, scholastic and professional, of highest rank.

There are University and State Teachers Colleges that have no superiors.

There are city public school systems in all parts of the South that have no rivals anywhere in the New World. There are country school systems all through the South that challenge comparison from any section of the country, and there are famous state school systems.

There are eminent personal educational leaders, state, county, and city, scholastic and professional, in all sections of the South.

There are large industrial plants of various kinds all over the South with thrifty industrial cities. There are also important commercial cities in various sections of the South in which all important commercial enterprises of the North have fully-equipped establishments, and are maintained on a parallel with New York and Chicago.

The Twentieth Century South is an American miracle, and there is need of appreciation of the marvelous transformation of the relation of the Atlantic South and Gulf South to the Atlantic North and Central West. This transformation is so complete that there is not the slightest cause for anxiety as to consequences of anything done by extremists in the South or said by extremists in the North. There is no more liability of harm coming to the peace and prosperity of the Twentieth Century South than there is of substituting oxen for the motor in a flying machine.

The most marvelous demonstration of the nature of the Twentieth Century South is in the radical change of lines of travel from East and West to North and South. From the days of the first settlements in Jamestown and Plymouth for three centuries all travel was Westward and Eastward. All highways and railways pushed their way into the West. This was tragically demonstrated when the Mason and Dixon line was established; it served notice upon every one that the North and South could go West, but on no con-

dition was anyone to cross that line to the North or South.

Suddenly, after three centuries of traditional travel and association the Twentieth Century South has changed this as by magic. The great boulevards are North and South. At first they were for the South to go to New York and Chicago, now they are for New York and Chicago to go South. On the national highways over which a million machines go South there are sign boards telling how far it is to resorts in the South, but nowhere in the South are there signs telling how far it is to New York or Chicago.

In the Twentieth Century South there are thousands of miles of boulevards which no American dreamed of in the glorious historic days of the South, and the common people ride luxuriously and at a rate of speed that no Southern gentleman could conceive. Every city in the Twentieth Century South has hotel luxuries such as no Southern planter in his day could offer any guest.

There is no city in the South that cannot be reached within a single night on a Pullman sleeper by three-fourths of the population of the United States, and a Yankee is as welcome in any of the luxurious hotels of the South as though there had been no tragic unpleasantness. The new railroads, equipped with every modern device for speed, safety and comfort, are binding North and South with bands of steel that defy sectional traditions, and the concrete boulevards over which luxurious traffic flows defy the prejudices of the nineteenth century.

Never has America known anything comparable to the transformation of the South of 1856 to 1906 into a compact, prosperous, wholesome personality that demonstrates agricultural foresight, industrial skill, commercial enterprise, financial devotion and social morale, unsurpassed anywhere in the United States.

The creation of skilled labor in the South is as fascinating a story as any romance, demonstrating that truth is stranger than fiction. Of all the disadvantages of the South in the last half of the last half of the nineteenth century none was quite as tragic as the absolute absence of skilled white labor in the Atlantic South and in the Gulf South. Fortunately the vast sectional crops could be cultivated and harvested by unskilled labor of which there was a superabundance. Cotton fields, rice land and sugar plantations had no need of skilled labor.

The Atlantic South, with neither rice nor sugar, was dependent largely upon cotton which must be manufactured there in order to give adequate financial return. This required skilled white labor of which there was none, and of which none could be imported. Fortunately there was abundant raw material in the mountains from which skilled white labor could be created. These Anglo-Saxon mountaineers were what they were because of the conditions which had forced their ancestors into the mountains because there was no opportunity for white labor when they came to America. There was no better material from which to create good labor than the mountain whites.

The Pacolet Mills near Spartanburg in South Carolina and the New Holland Mills at Gainesville in Northern Georgia are samples of the achievement of the Gulf South.

The pioneer in the creation of Southern textile mills was John H. Montgomery of Spartanburg, who started a small mill on the Pacolet River eight miles from Spartanburg in 1885. The story of this achievement is like a fairy tale. The Pacolet Mill Company is known wherever textile mills are known, as is its associate, the New Holland Mill in Gainesville. It was no magic wand that produced these prosperous properties but largely the faith of a governor of Massachusetts, who backed the elder son of John H. Montgomery—Victor M. Montgomery—at the critical hour in the cotton mill industry of the South. The Pacolet Mills were prosperous, but the New Holland Mills had gone on the rocks, had exhausted credit as well as capital.

The textile industry in the South was liable to be jeopardized if the New Holland Mill was allowed to be a gigantic failure. The only hope was in the assumption of the management by Victor M. Montgomery, who had kept the Pacolet Mill successful through the panics of the 'nineties that had weakened the New Holland Mill. When the worst was known Mr. Montgomery accepted responsibility for the rehabilitation of the business, receiving no salary until the business was safe financially and prosperous as a going concern.

In this hour of need he turned to Eben S. Draper, then Governor of Massachusetts, before whom the seriousness of the situation was laid bare. There was no security possible. It was a desperate venture, but Mr. Montgomery believed in the proposition, and Governor Draper believed in Mr. Montgomery, and he was given assurance that he might have all the funds needed to re-establish the business. He could have six years with no questions asked, and if at the end of that time they were satisfied with his management the time would be extended. In five years Governor Draper had received every dollar he had invested in the proposition, and the New Holland Mill has been a notable success ever since.

It is characteristic of all mill industry in the South that it creates its labor and establishes a labor morale. It is a joy to see the school and welfare work of these mills. At Pacolet the company has invested $175,000 in buildings for schools and welfare service; at the New Holland Mill a quarter of a million dollars are invested.

The homes for the workmen and the community up-keep are as good as homes for tenants anywhere, and the rent is merely nominal. No laborer's family lives at any disadvantage as to health, comfort, or social respectability. There is no trace of "mill help" traditions in any of these textile mill communities.

It has been no easy matter to avoid paternalism among people who had known the traditional relation of labor to employer, but the aim has been to develop self-reliance, thrift and initiative, and there is no trace today of shiftlessness or thriftlessness. At each mill community there is a thriving savings bank.

It is not merely thrift of saving but thrift of investment. These families use their savings remarkably well. A great many have bought small farms, improving them and then renting them advantageously.

The educational advantages of the Mill village are exceptionally good. The school buildings and equipment are as good as those in public schools elsewhere, while the teaching and supervision are every way modern, and give excellent results. The students carry off a large share of honors in all county fair competition. In some respects the schools excel public schools. This is especially true in the creation of physical grace and ease of movement. Music appreciation and rhythm are universal, even in the first grade. Physical culture for effect in carriage, in the establishment of ease and grace is remarkable. The young people, young men and women working in the cotton mills, have better rhythm of body and voice than one is likely to find in those who have "inherited refinement."

The Pacolet Company has a young woman in charge of important phases of welfare work who is a trained "beauty artist." On Saturday afternoons, when the mills are closed, she gives free treatment to the mill girls, giving personal attention to complexion, social manners, and table etiquette. In every way the mill families are as far removed from the mountain life which they inherited as soldiers on dress parade are from raw recruits.

Illiteracy is wholly eliminated as is the traditional shiftlessness. Adults as well as children are improved aesthetically and ethically, as well as physically and financially. What has been done in the Montgomery textile mills of South Carolina and Georgia is merely typical of the achievement in all textile mills of the South.

The Cow Paths

By DENIS A. McCARTHY, LL.D.

The streets of Boston turn and twist
  So crookedly that strangers sigh:
"Oh, wherefore did your sires insist
  On streets that run thus all awry?"
Whereat the patient Boston man
  From present tasks his mind will rouse,
And say: "If you the legend scan—
If you the widespread legend scan,
You'll find our crooked streets began
  As pathways for slow, wandering cows.

"The story runs, One far-off day
A cow went forth through field and wood.
She chose a rather devious way,
  Where'er she found the grazing good.
Another cow took up her path,
  And others followed her until
They made the roads that rouse your wrath,
The crooked roads that rouse your wrath,
The streets that are their aftermath,
  Within the shade of Beacon Hill.

"For though our early settlers showed
  A mind at beaten paths to flout,
They kept each little bovine road
  Just as the cows had laid it out.
Along the pathways here and there
  To build their homes they were not loath,
They simply built them anywhere,
No city planners said beware,
They did not know and did not care
  About the city's future growth.

"And so today a million feet
  Are treading in the narrow way
Wherein the fathers used to meet
  And haggle o'er the price of hay.
And autos in a long parade,
  As fast as traffic signs allow,
Go honking through the pathways made,
The narrow pathways blindly made
Without one thought of Boston's trade,
  Long since by some slow, wandering cow.

"But stay, O stranger from afar!
  Confess, in spite of all dispraise,
That in your heart of hearts you are
  Delighted with our winding ways.
Is there not something quaint and dear,
  Some old-world charm that always meets
The eyes of those who venture here
From younger cities, far and near,
To lose themselves amid the queer
  Old twists and turns of Boston's streets?"

—The Book Builder.

Belding's Page

HOUR OF TORMENT

METHODS of discipline are supposed to have changed greatly in recent years. Whippings have vanished from most schools. With them has doubtless gone most of the cruelty and harshness. But some of this still lingers.

A case in point has lately come to notice in an eastern city.

When a pupil attending a certain high school is tardy by so much as a minute, he must remain after school an hour—sitting motionless and without occupation of any sort, other than to think over the heinousness of being late. If the pupil tries to study, more time is added to his sentence.

Such punishment is not only cruel but contravenes the teaching of diligence and efficiency. It is a sign of stupid management.

Principals and teachers are rightly concerned in cultivating habits of punctuality. Some of them almost lose sight of this purpose in their zeal to maintain clean record books.

Why make a fetish of regular and prompt attendance, putting this above common sense and even health itself? Many a child goes to school when he should and would stay home if he did what the situation really warranted. Often health is impaired and other important factors disregarded, merely to satisfy the demands of a rollbook which aspires to put down 100 per cent. attendance for every member.

An hour of enforced loafing in requital for a moment's tardiness is, however, about the acme of absurdity along this line.

HOBBIES FOR ADULTS

DR. LAWRENCE PEARSALL JACKS, who is principal of Manchester College, England, has some valuable ideas regarding the use of leisure. He recommends to adult workers in his own land that they perfect themselves in some hobby such as music, botany, or pottery. He champions the founding of organizations which shall render it possible for people to do this.

Vast numbers are already advancing along these lines in the United States. Larger numbers, no doubt, are engaging in adult study for the sake of aiding them in their daily tasks, with greater backgrounds of understanding or with detailed technical knowledge. But the number who study for mental pleasure and that enrichment which is apart from money is by no means small.

The advice of Principal Jacks is specially applicable to the people of our own nation, because of shortening work days and lengthening leisure. Of course, the automobile, the telephone, the movies, and several other things consume much of that leisure and will easily consume nearly all of it if they are allowed to do so. Still the leisure is potentially at hand, for nearly all to employ as they may choose.

The most enjoyable way for a human being to use his spare time, in the view of Principal Jacks, is by the exercise of some kind of mental or physical skill.

Such interests may spring up spontaneously in adult life, and often do. But they are more apt to make their appearance if the seeds have been sown in school by teachers who themselves have keen relish for the exercise of skills and enthusiasm for the very subjects which they teach.

COLLEGE AFTERGLOW

HOW long does the stamp of a college education last? President Neilson of Smith College estimates about ten years. He reached this opinion, he says, from observation and from conversations with men in the smoking compartments of Pullman cars. Scarcely a basis for scientific conclusion, one may say, but science would have a hard time answering the question by its own more accurate methods.

If Dr. Neilson means that the college man by the time he is thirty-five has dropped any mannerisms or other airs peculiar to the campus, these are a mighty fine thing to lose, and the sooner the better. Ten years is much too long a time to retain them. A superiority complex or a snobbish attitude is a most undesirable mark for any college to leave upon any graduate.

The mark of college upon character, upon quality of thinking and upon intellectual interests is, however, a thing which lasts through life. It does not wear away in ten years, nor in fifty. The college man may fall into vernacular ways of talking with his fellow men, most of whom lacked his privileges. He may cease to classify his friends as collegians and non-collegians. But he individually has something—or ought to have—which he values above rubies and diamonds—something which college has given him, not to be worn out and cast aside in a few brief years, but for all of life and beyond.

WITH spring vacations over, pupils and teachers alike are feeling the pressure of heavier assignments. The real reason may be that well known human trait of procrastination, which has led teachers and classes to dawdle along through the fall and winter. Or the class may have made splendid progress actually, but be suffering now from an unreasonable quantitative standard. Which is it?

Anson W. Belding

Associate Editor.

Kentucky Solving Her Problems

By MATTIE DALTON
Superintendent, Fayette County, Ky.

"IF A GINGER CAKE costs thirteen cents, how far is it from New Orleans to Niagara Falls?" asked the teacher. And the class laughed.

All except Maggie. It was some hours before she timidly approached the teacher and asked: "That can't be worked, can it?"

Maggie had arrived, laboriously, at the conclusion that there must be some relation between the expressed conditions of a problem, to make it workable. School folk have known this for some time; and the general public is becoming cognizant that certain conditions must exist before the problem of public education is capable of solution, and that there is a definite relation among these conditions.

"As is the teacher so is the school" is as true as it is trite. While the true teacher is undoubtedly "born" it takes training to bring out her highest efficiency. Any state desiring better schools must employ better trained teachers; in order that this training be available, schools for the purpose must exist; in order to attract the best talent to the profession, adequate salaries must be paid the trained teacher; in order to do the most effective work, adequate housing and equipment must be furnished this trained teacher. While "Mark Hopkins on one end of a log and a pupil on the other" might have constituted a University, Mark Hopkins has been dead for three quarters of a century and more; and, furthermore, he left no successor.

We therefore begin to see that the relation which prevails and which determined the solution of the school problem is the relation of expenditure and return; of purchased opportunity and definite achievement. It takes money to train teachers; it takes money (a little, at least) to induce young persons of ability to undertake a great responsibility which is, as well, a great and difficult vocation.

Kentucky must overcome two handicaps: She has no school lands, and she has her school interests tangled, by constitutional provision, in the meshes of partisan politics.

Along with the first named limitation there is a further obstacle in the possession of a faulty assessment and taxing system which distributes the public burden very unevenly. Her County Board Law is, however, one of the best in the Union, and under this, schools are getting better support as the years go by. Each year shows an increased number of counties levying the maximum tax for school purposes, which is fifty per cent. higher than five years ago. This, of course, because the people and their representatives in the law-making body have a vision of service which is beyond the constitutional limitations.

The relationship implied in the title is, therefore, that of cost to service. An examination of comparative advancement in education throughout the Union will show that there is a fairly fixed relation between the dollars spent and the results achieved. It is believed that when the scholarship survey being conducted throughout the nation shall have been completed, it will be proved beyond doubt that those who pay for education get that benefit for their children. Kentucky's problems are being solved as speedily as money can be raised for the purpose.

Twenty-five years ago there was neither county high school, state normal school, nor state university in Kentucky. Today hundreds of county high schools send thousands of their graduates to four State Normal Colleges, and to the rapidly growing University of Kentucky. The church and private colleges of accredited standing are not suffering for patronage, but are getting into their higher courses a better trained student body, because of the better facilities for high school training. In all, a steady advancement is being made in standards and goals, with ever broadening curricula.

Until a new constitution is adopted the superintendents of public instruction must be elected as are other state officers, and are not eligible to succeed themselves in office. This is conducive to a complete turn-over each four years. The school folk themselves are making considerable headway in the solution of this problem. Both political parties, at their last primaries, nominated candidates for state superintendent of public instruction who were acceptable to school folk of both parties. Either man had the confidence of all school people. After induction into office the successful candidate offered an important department to his rival, and the state is now enjoying the best organized Department of Public Instruction in its history. Both men had had experience as subordinates in the office, and were, in higher degree than is usual, trained for the positions which they hold.

An increasingly high standard for teachers has been adopted; and higher standards are required of supervisors and administrative officers.

The fourteen thousand teachers of the state, through their professional organization, Kentucky Educational Association, have adopted the following slogan: "Equal Educational Opportunity for Every Kentucky Child." Efforts have been made, during recent sessions of the law-making body, to establish an equalization fund which shall serve the counties in which the mini-

mum salary cannot be paid through or by the maximum tax levy. This effort has not yet been rewarded, but it is coming. The realization is growing that general safety, prosperity and happiness can be achieved only by general and equal educational opportunities being offered the children of all Kentuckians.

So, Kentucky is solving her problems by complying with the conditions and paying for better equipment, better houses, and better teachers; she is lifting herself by her bootstraps, by collecting the cost of education from public taxation each year; and steadily she is moving forward in her determination to give:—

"Equal Educational Opportunity to All Kentucky Children."

National to International

By CHARLES WILLIAM HEATHCOTE, Ph. D.
Social Studies Department, State Teachers College,
West Chester, Pa.

THE last one hundred and fifty years in the history of the world have brought about marked changes. During this time unusual results have been accomplished in economic, political and social affairs. Great industrial revolutions have resulted which have completely revised the systems of transportation and communication. Political evolutions have brought about changes in governments. Democratic tendencies have advanced forward and upward during these decades. Social conditions very closely related to the economic and political phases have established new standards of living and new contacts among all peoples. These evolutionizing tendencies have developed new ideals, concepts and attitudes in nationalism, which is shown among all nations particularly and generally. When we think of these changes we need to put our ideals and principles to the test of Kipling's words:—

"If, drunk with sight of power, we loose
Wild tongues that have not Thee in awe—
Such boasting as the Gentiles use,
Or lesser breeds without the Law—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget."

Since nationalism has come to occupy such a large place in the world's vocabulary, the question arises, what is it?

Frequently this concept is confused with patriotism and provincialism, but in reality something different is meant. Nationalism is the love for one's country; its institutions; its highest ideals; principles and people—and the endeavor by responsible individual and group action to so direct actional living, that these concepts may become thoroughly ingrained in society, so that they are sympathetically and sincerely manifested under all conditions.

Patriotism is the forgetting of self in the faithful and responsible performance of daily tasks, whereby the nation as a whole, from its smallest individual unit to the largest group co-operate, coordinate, and correlate for the best interests of all. In other words, patriotism means personal sacrifice, self-abnegation and self-denial in order that the largest good, prosperity, success and happiness may come to the largest number based on responsible and honest action, and through which the individual will also derive happiness, prosperity and success.

Provincialism is that viewpoint whereby the individual or the group believe that their country is not only the best nation in the world in every way; but that all other peoples or nations are inferior, inconsequential to their own, and that other people exist to be exploited by their superior nation if there are to be any contacts at all.

Sometimes people think provincialism is patriotic nationalism, but it is readily seen that this is a distorted view and cannot bring about true relations within the world. Such practice and interpretation of patriotic nationalism have resulted in international misunderstanding. True nationalism believes in the development of the noblest and best in the social, political, economic and religious life of its people. True patriotism is the application of these principles in every phase of actional living on the part of citizens, as individuals in the community, state and nation; and it lifts nationalism out of provincialism by having an appreciative regard and sympathetic consciousness toward the culture, cultus and governments of all nations and peoples in the world. These concepts, we believe, constitute the real spirit and essence of national-mindedness.

During the last few years internationalism has been stressed, and rightly so. Some people have believed internationalism to mean the necessity of scrapping nationalism and patriotism in order to have a sympathetic attitude for other nations in the world. However, this is a radical point of view. But there is a concept of international-mindedness which is not radical, negligible, impossible, but very moderate. It is a spirit, an attitude, a sympathy, an understanding, a cultus and a *workable ideal*. It is not the surrender of true nationalism

or true patriotism to which we have referred, but it is an enlargement and application of these beyond the borders of the nation.

With our modern system of communication and transportation, this is indeed possible. As we endeavor to establish contacts with other peoples we are obliged to see their viewpoint, otherwise our contacts mean nothing; treaties are valueless, and commerce is not a growth for future prosperity, but only a sordid thing.

The glory of future civilization will be realized only in proportion as the right kind of attitudes are developed among all people of the world. There must be less provincialism and more international-mindedness. Elihu Root, who is recognized as one of the greatest statesmen and internationally known leaders, well summarized the concept when he said: "The indispensable prerequisite of lasting peace is the creation of the international mind."

However, so that these ideals may not be merely academic and theoretical discussions, where shall we find the connecting link? How shall we unite national-mindedness and international-mindedness so that they shall become working, co-operating and co-ordinating forces and factors? Quite recently there came from the gifted and virile pen of Henry Van Dyke an unusual book entitled "The Golden Key," in which he tells of an unusual experience in the story of an enclosed garden. Here one of the characters arises stronger out of an experience of reproach and humiliation—and there came to her just at the time she needed strength, a bit of philosophy she had once read: "If troubles overwhelm thee, find deliverance in a good deed." This pointed the way to kindness, justice, understanding and solution.

We believe that the interpretation of service as taught and practiced by our teachers and educational institutions provides the connecting link, and service is the golden key to unite national-mindedness and international-mindedness. In our schools the individual members and the groups meet on a common level and basis, and constitute the ground work for the psychological background in order to create the right kind of attitudes.

But these contacts must be positive, constructive and resultant. The interpretative form of service must be threefold. First of all, it must embody the highest concept of *faith*. Here is a word or concept which is used in so many ways. It is impossible to define faith in the academic or theoretical sense, and yet when we speak of trust, confidence, and other similar words, our minds likewise think of faith. It is this something—faith—of people in their ideals and principles which makes possible national solidarity. It is this concept which helps to establish the foundation of internationalism.

The second important phase of service is that based upon *brotherhood*. Tennyson, in one of his poems, gives expression to this thought:—

> "Ring out false pride in place and blood,
> The civic slander and the spite;
> Ring in the love of truth and right,
> Ring in the common love of good.
> Ring out old shapes of foul disease;
> Ring out the narrowing lust of gold;
> Ring out the thousand wars of old.
> Ring in the thousand years of peace."

In this poem he shows the opportunity which is ever present in the world to change the old plans which are not good or negative and establish the new. Where people have faith and realize that the ties of friendship and fellowship lead to brotherhood, the changes referred to by Tennyson may be brought about rapidly.

To make the spirit of brotherhood more effective in the world's affairs, we do not need more laws, more treaties or diplomats, but we do need the application of the ideals of service based upon brotherhood through individual contacts in the economic affairs of the world. After all the economic conditions which are created by men everywhere are the situations which determine the relationships of people. If we measure our actions in terms of mutual helpfulness and service, based upon faith and brotherhood, we can make it effectively realized in the world. This is the challenge that comes to us as teachers. Will we meet it? This spirit of brotherhood means that hate, deceit, hypocrisy must be eliminated from our hearts, souls and minds. Then we shall help to bring about world peace and industrial understanding from the people upward, which is the psychological, social, economic way of progress, and not by superimposition. The schools have the mechanics, then let us use the mechanism.

The next important part in the keyword of service is *vision*. There is not a person who is right-minded who does not believe in world peace, mutual understanding and good-will, at home, abroad and internationally. Unfortunately, too, many folks think it is a dream of the far distant future. Let us recall that service is the connecting link between national-mindedness and international-mindedness. This does not carry us away to the far distant future but it implies *now*, and the future will solve new problems arising out of the growth and the realization of peace, good will, and understanding. The solution is found in service with a vision. "Where there is no vision a people perish." What a wonderful idea! This vision has made service of all kinds a salient fact and reality. It is not a mere day dream or air castle. The greatest Leader of mankind once said: "But whosoever would become great among you shall be your servant." Here is a statement which challenges us in everyday experience when we perform the smallest task or accomplish the unusual. Here is a vision held up to each one to serve with open

purpose and objective—the forgetfulness of self. This is a test to which each teacher is put. Shall we not show that our faith, brotherhood and vision are thorough experiences and interpretations of service which the world needs, and which we can give and use? Then will come the realization of the vision glorious because the connecting link has been found and used. It will be as Tennyson shows:—

"That God, which ever lives and loves,
One God, one law, one element,
And one far-off divine event,
To which the whole creation moves."

Atlanta Beckons

By AGNES WINN

ATLANTA is known the world over as "The Convention City of Dixie," and it has earned the right to this title, for within the past ten years this enterprising Southern city has entertained hundreds of national and international gatherings. Among these have been the General Federation of Women's Clubs, International Rotary, International Kiwanis, and the American Association for the Advancement of Science. So well has it acquitted itself on these occasions that it now ranks among the leading convention cities of America.

Beautifully situated among the foothills of the Blue Ridge Mountains, Atlanta is a natural gateway between the Atlantic Ocean and the Mississippi Valley, and in fewer than 100 years it has grown to be the metropolis of the Southeast with a population of a quarter of a million.

Great convention cities do not happen. They result from a combination of factors, transportation, hotels, assembly halls, exhibit space, climatic conditions, recreation, entertainment, sightseeing, each of which Atlanta offers in abundance. Eight great railroads converge here with one hundred and fifty passenger trains arriving and departing daily.

Atlanta is well equipped with modern, up-to-date hotels with spacious banquet halls, ballrooms, private dining rooms, roof gardens and terraces. It also has numerous assembly halls in addition to the municipal auditorium seating 6,000, with an exhibit hall of ample floor space.

From the first month of the year to the last Atlanta is a desirable convention city. The hills surrounding the city on all sides temper the heat of summer and the cold of winter so there are seldom any extremes experienced here. The mean annual temperature is 61 degrees. The high altitude, 1,050 feet above sea level, makes it the second highest among the large cities east of the Rockies. Because of this the June and July temperature is cooler than in almost any of the large cities of the country and makes this city a desirable meeting place for midsummer gatherings. In any city in America there is the risk of warm weather during the summer months, but when we realize that the average July temperature in Atlanta is 77 degrees there is no cause for anxiety on that point.

The beautiful parks, the sites marking some of the most notable battles of the war between the states; the cyclorama at Grant Park housing "The Battle of Atlanta," the world's largest painting; Bobby Burns' Cottage; the "Wren's Nest," home of the beloved Joel Chandler Harris, creator of "Uncle Remus," and last but not least, Stone Mountain, on which at some future day will stand the immortal memorial to the Confederate Cause; and many other points of historical and literary interest lend diversion to convention guests. Motoring is particularly enjoyable over the beautifully paved boulevards winding in and out among the hills surrounding the city with new landscapes greeting the eye at every turn.

A genuine Southern welcome awaits the members of the National Education Association when they attend its sixty-seventh annual convention in Atlanta from June 28 to July 4. Dr. Willis A. Sutton, superintendent of schools, and the members of his local committee are planning to begin the welcome even beyond the gates of the city. At some point about fifty miles distant, representatives of the Atlanta committee will board the convention trains to acquaint the visitors with the advantages of their city so that the stranger will feel at home immediately upon his arrival. "Courtesy cars" will be in evidence everywhere during convention week. Even the policemen are to be given special training in preparation for the N. E. A. visitors, who will find these guardians of the peace ready to render all possible assistance. Each school in the city is to play host to one of the state delegations, the teachers, children and parents uniting in carrying out this plan. Each state group will be entertained at dinner on Saturday evening by the school which is acting as its sponsor. We are assured that Georgia peaches will be ready, too.

On Saturday afternoon the visitors are to be entertained by the citizens of Atlanta at a Georgia barbecue—a thrilling experience for most of us. That evening a program of negro music has been arranged through the courtesy of the National Association of Teachers in Colored Schools. A great out-door pageant under the auspices of the Atlanta public schools will be given at the general session on Tuesday evening.

Georgia and Atlanta are eager to make the acquaintance of every teacher in America. Will you not give them this opportunity?

We Must Answer Youth

By ARTHUR DEAN

"If I had my life to live over again," a college president once told me, "I'd wear a frock coat and tall hat on Sundays, go to the largest church in town, belong to all the best clubs, join half a dozen secret orders, ride in a car I couldn't afford and live right up to the minute financially and socially.

"I'd never commit myself on any subject beyond the weather. My speeches would be twaddle. I'd neither say, do or think anything which was original, thoughtful, purposeful or really useful. I'd accept outworn ideas on religion, science, sociology and economics."

This particular man is an inspiration to his students. The intellectual members of the faculty admire him. The scholars of the world welcome him to their councils. Mentally the man is absolutely honest; fearless in his search for truth and fair to others in his interpretation of it; unselfish and disinterested to an extraordinary degree.

In a mental note I said to myself: "Some recent incident has discouraged you. You are only talking to let yourself out. You'll never do any of these things. Nevertheless I'll give you a year before you are fired."

And he'll be fired or I miss my guess, and then he will join the procession of ministers, school superintendents, professors, presidents and statesmen who have chopped through the forests of ignorance and prejudice only to discover that the axe got them in the place where the rooster eventually gets his reward.

I am not worrying about this particular college president or any other truth seeker who may be on the point of losing his job. In every instance such men have landed on both feet after having turned a somersault impelled by a governing board.

My concern is with Youth. Every time a prominent minister is assailed by an equally prominent pastor of a rival denomination (and why such rivalry I ask) a large number of young people lose another chunk of their Faith; on every occasion when an efficient school superintendent loses his position through the maliciousness of a mayor, a hundred promising young men vow that they will quit the teaching profession; for every direct-from-the-shoulder college president who resigns under fire there are ten college presidents who shrink still more in their shoes to one who girds anew his armor for truth's battles; for every political crook who gets away with his plunder there are ten boys who swear they will never enter politics.

I know whereof I speak. A great many young people ask me point blank: Does it really pay to be decent? What's the use of having ideals if one cannot use them? What's the use of plodding along when the go-getter gets everything? Why should I study to become a scientist when money is the thing on which the world revolves? What am I to believe when the — church knocks — preaching? Why be efficient and honest in a political job and spend your time dodging the rocks fired at you?

In face of the evidence what answer can I give?

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Factory Methods

A Story

By JOHN LISTON

RACHEL WILBERFORCE sat behind her desk, and her face was very sober. To look at her a casual observer would never suspect that this was her first day of teaching. Nevertheless, queer little chills were running up and down her spine. She swallowed unobtrusively once or twice. She felt slightly embarrassed by the many eyes which gazed at her inquiringly. She could not remember ever having examined a teacher as these round-eyed youngsters were now inspecting her. If there was a quaver in her voice as she spoke she was the only one to detect it.

"My name is Miss Wilberforce. I am the newly-appointed English teacher, and I feel sure that we are going to get along splendidly." She was aware of the inanity of the remark, but what could one say? The pupils continued to regard her with blank faces, politely disinterested. They had heard this sort of thing so many times before.

Rachel tried again. "We'll have a regular schedule which we shall follow during the whole year. Reading and composition Monday, Tuesday and Wednesday, and grammar on Thursday and Friday."

But still shrouded unresponsiveness hung pall-like over the room. One might as well try to light a fire with wet matches as to strike a spark from this group.

She plunged into the lesson. Rather old-fashioned in her views, Rachel took teaching seriously. When she was busily engaged trying to explain some fine point of grammar, or trying to create an appreciation of an especially beautiful line of poetry, she was happy. The children seemed quick to grasp her meanings, and at the end of the first month Rachael was really gratified when she considered the ground she had covered.

At the end of that period there was a departmental examination on certain elementary points that she had skimmed. The students wrote in their blue books without any apparent difficulty, and confidently Rachel awaited the returns from the papers which the head of the department herself was correcting.

More than half her class flunked cold!

Looking at the report, Rachel was incredulous. Why, it couldn't be. Her pupils knew those elementary questions. Quickly she checked the answers, which indeed confirmed the head's verdict.

That night Rachel took stock of her situation. Very fairly she realized her own fault in covering a thirty-day allotment in a fortnight. Her inexperience had made her over-eager, but the fact that confounded her was her pupils' glib and parrot-like repetition of lessons as she had explained them. Like chameleons, for a few moments they assumed the glow of her knowledge, but like those bright Lacertilia, they lost it after it had served their turn.

Valiantly she re-covered the points that had sent her pupils down to such inglorious defeat, and again they seemingly had no difficulty in understanding her. But this time Rachel was more wary. She asked penetrating questions which routed her pupils. Yet these questions were only a specific application of the general problems in hand. They were mimics. Of course, as is the case in all large classes, there was a small minority which profited by her instruction. But these were not sufficient to repay her efforts. They would learn no matter who the teacher might be; they would even learn without a teacher. Rachel was conscious of frustration; she might just as well go out and bump her head against a stone wall as struggle to reach the intelligence of the majority of the pupils who looked at her, stodgily determined to resist the inroads of culture.

Her failure began to get under her skin. It was one thing to blame the condition of the children's minds on their previous training. That, alas! had nothing to do with her situation. She was faced with the alternative of resigning her post, or of making good with these young people.

Being young, Rachel was not mellowed by adversity. On the contrary, she waxed ironic, ridiculed her "poll-parrots," as she did not hesitate to call them, and continued to wage her hopeless fight against her pupils. The latter began to dread her class. They squirmed under her taunts. Worse still, they carried home exaggerated tales of her tyranny.

One morning early in November the young teacher found a summons from the headmaster. With lagging footsteps she walked to his office at the close of school.

"Good afternoon, Rachel." Mr. Warren was an old friend of her father.

"You sent for me, sir?"

"Yes. I wanted to see how you're getting along; how you like teaching."

"To be frank, I just don't know." Discouragement showed in the dejected droop of her shoulders, in the lustrelessness of her eyes. "I've tried hard. I'm conscientious. But—"

"I'm sure of all that, Rachel. What is your difficulty, exactly?"

She smiled wanly. "I can't seem to teach them anything. That's a strange statement for a teacher to make, isn't it?" Rachel described in detail the evanescent memories of the children. "They can't retain things. What in the world can I do?" she concluded.

Mr. Warren inspected his fingernails minutely; he looked out of the window, he opened his lips to speak, thought better of it, and looked up at the portrait of Lincoln that hung above his desk. What did he see in those rugged features? Something there must have been, for in a moment he began to speak:—

"I don't know, Rachel, whether you're old enough to realize the importance and truth of what I'm going to tell you." He smiled at the girl oddly. "But, anyway, I'm going to test you. Subsconsciously we are still striving for perfection. This highly mechanical and exact age in which we live is the result and expression of this ideal. Mass production of a flawless product is what every one is straining to turn out. There must be no seconds. Even in the schools aren't we trying to apply factory methods? Fortunately, we can't do it, Rachel. Human beings, human minds won't conform to a mould. You are young; you expect to move mountains, and your faith is lovely—but better men than you have gone to their graves trying to lift those same mountains. You dislike to see an average pupil leave your class imperfect; you are a child for your age in that respect. But believe me, it will take that same student a whole lifetime before he even approaches perfection."

"I'm seeing new light. Won't you go on, please."

"Now, because of your youth you are in a way to become an intellectual snob. It's a disease of youth and almost all of our young teachers have at one time or another suffered a bad attack of it. Listen to me, then. I want you to cease expecting to achieve the impossible. There's such a thing as standing up so straight that you lean over backward. You must not expect the pupils to reach up to your criterion. Relax a little. Let the bars down, and I assure you you'll be happier, and—more successful."

A thoughtful and subdued Rachel retraced her steps, but they did not lag.

An Heroic Statement

DR. ALEXANDER MEIKLEJOHN of the Experimental School, University of Wisconsin, Madison, in The New Republic, January 10, says: "The intellectual achievement of our liberal colleges in the teaching of young Americans is scanty in amount and low in quality. The temptation to discouragement is, for one who loves and believes in learning, vast and overwhelming. . . . Our colleges are commissioned to educate our youth. They must meet the responsibility of that task. No other single enterprise in our common life is so important. . . . Our American scheme of liberal education is still in its most crude and vague beginnings. Far from having made the attempt, we have as yet hardly entered upon the formulating of what the venture is to be. The present time is one, not of endings, but of beginnings in liberal education. . . . We must take young barbarians, drag them in some way out of the rush of external influence, and if possible open their eyes to the state in which they and their fellows have been, as contrasted with the qualities of life which are open to them if they escape the current madness. We must go on with what has always been the task of the teacher in the midst of a material civilization, namely, that of rescuing the young from the achievements of the old. All of us are as yet too much under the spell of our industrial success to think very clearly as to how that teaching is to be done. But it will never do to draw back before we have begun. A successful people must always be saved from its achievements. From that task its teachers may never draw back defeated."

"Stenographic Reports of Lessons in Elementary Schools," prepared by the Central Division of the Illinois State Teachers Association under the direction of H. A. Peterson, E. A. Turner, and B. C. Moore, and published by the Public School Publishing Company, Bloomington, is an adventure of importance. One needs to see these reports to form any idea as to value of this method of passing present-day achievements along to others.

Blazing a New Trail!

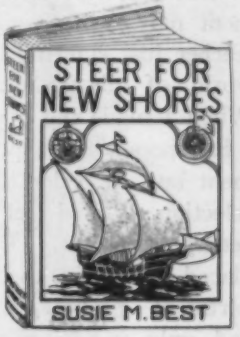
STEER FOR NEW SHORES

How Medieval Europe Found and Explored America.

A History Reader for 5th and 6th Grades

BY SUSIE M. BEST

Teacher and Lecturer of History, Cincinnati (O.) Public Schools



Steer for New Shores makes history real to pupils. It is one of the first books built upon the newer thought that history should present the whole life of man—social and cultural as well as political. It forces to the front *continuity* which history has and focuses attention on large historic movements.

The author begins her story with a glimpse at ancient civilizations and shows what each contributed to the world's progress. She recounts the errors of medieval geography and the floating traditions of the times; tells of early ideals and customs; of the dark ages; the crusades; inventions; trade with the East; interest in navigation;—and so weaves an account of those who took prominent parts in the discovery and colonization of America.

There are a few interesting maps showing the known and the unknown at different periods and a profusion of illustrations which portray with historical accuracy of the adventurers and their accomplishments.

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The Best Thing a Principal Ever Did For Me

By H. THEO. TATUM
Principal, East Pulaski School, Gary, Indiana

"YOU have been assigned to teach General Science." To the reader the above statement may mean very little, but to me, a young teacher just entering high school work, it carried a world of disappointment and frustrated hopes. When I made my application to enter the schools I had hoped for a position in the English department but, in order to increase the chances of my selection, I had set down my qualifications as general assistant. Even then I expected to be placed either in the English or the history department—probably a schedule combining both. I had only incidentally mentioned my training in science—rather apologetically, I think. Imagine, then, my surprise upon being given the assignment to teach General Science!

Shocked and grieved though I was, it is to my lasting credit that I did not voice my complaints precipitately. Probably I was too overwhelmed to do so. However, as soon as possible, I went to the principal's office and there told him the whole story—how I had always desired to be an English teacher and had made great preparation to be successful as such—how I had never cared for science, had taken only the required amount in college, and, aside from my inadequate preparation, I had a positive dislike for the subject. He heard me through in the polite and sympathetic manner that was his custom. At the conclusion he explained that the other departments had the required number of instructors, that this course in general science was being introduced into the school for the first time, and that my more recent training, coupled with my youth and enthusiasm, would be important factors in making the course successful. He wound up by suggesting with a smile: "Suppose you think over it."

Well, thinking over it merely added to my feeling of discouragement. I resolved, however, to do my best during the first semester and then seek to be transferred to another department. I spent a night of troubled anxiety and despondency as a result of the situation.

When I entered the office the next day, the principal greeted me with a friendly nod and called me to his desk; pointing to a half-dozen new text-books, he said: "Here are a number of new books in general science sent me by the publishers. Would you mind giving them a thorough examination with a view to mapping out a course of study for your work? We have not yet selected the text to be used, so if in your consideration you find one you think suitable, I shall be pleased to receive your recommendation. Please submit a tentative outline of your course of study, together with a criticism of the two books in the collection that you consider best, before the opening of school next week."

I took the books home with a feeling of pride—here was a chance to execute real responsibility! I studied them carefully and diligently, and as my acquaintance with their contents increased, my interest and fascination in the scientific principles and information grew. At the close of the week I submitted my findings. He took the report and arranged for a conference with me later.

What followed cannot in truth be termed a conference—it was more nearly a conversion on my part. Frankly, it was one of the most inspiring conversations I have ever been a party to. He did not at any time refer directly to the course outline that I had submitted, but led me to talk of some of the interesting information I had noted in the books. He, himself, had once taught the sciences, and so we chatted for more than an hour on some of the new scientific discoveries and their applications. This marked the beginning of a series of such informal conversations that I had with him during the year.

The course of study and text that I recommended were adopted, and I entered upon my work enthusiastically the next week.

Without realizing it, my whole attitude toward the subject changed. I became enthusiastic and the classes responded in the same spirit. Both boys and girls began doing "uncommon thinking about the common things of life." All was largely due to the wise and friendly inspiration of the principal. Needless to say, I did not ask to be transferred from that department, but made wholehearted preparations to continue what, to me, had become a most interesting and profitable adventure.

This, then, is the best thing that a principal ever did for me: He gave me responsibility and guidance; he set me to work at a task that served to enlarge my vision and make me realize the possibilities of continued personal growth; his sympathetic understanding, wisely exhibited, increased my meagre confidence in my ability to achieve; he set an example of inspiration and encouragement that inspired my enthusiasm for successful accomplishment in my work. In truth, he lived up to the high spirit of a true educator: "to reveal higher activities and make them desirable and, to some extent, possible."

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The New Moon

As I went home last night the new moon went with me. It swung always right over my shoulder no matter how slowly or how fast I went. It seemed to hang for a second in the bare branches of an oak tree; it reflected its silver shield from the calm waters of a little lake; it disappeared for a moment behind a hill; it perched like a golden horn on the peak of a house; —when I reached my door it had come with me to linger in the purple twilight high over my own front yard.

With how many millions of people had the same golden moon gone home?

How gloriously had its lighted lantern served the path of each without denying light to any other?

It is only the little things of life that we pass by;—the tree whose branches for a brief moment cross the moon;— the hill that hides it for a space;—the roof that it seems to rest on. These, rooted to the earth, have no power to go before us.

In the spiritual world the same rule holds true. The little things close to our eyes may for the moment shut out the sun, but as we move on they soon are left behind. Only the mighty spiritual truths travel with us brilliantly like glorious suns.

Faith is a golden moon filling our souls with silver radiance; — love warms and starts the spring breaking in the most wintry heart;—hope is a pleasant comforting light that shines calmly at the long valley's end.

Genius and Hard Work

I was asked one day by a young lady who was just leaving for New York to begin studying for a musical career, just what I thought was the most powerful influence leading to success. I said: "Hard work." But the young lady replied: "Doesn't genius count?" "Not against the lack of hard work," I answered. "And how about luck,—isn't it true that some people get a lucky break that sets them going faster than others?" the young lady urged. I answered: "No lucky break is good for anything, unless it comes to a person who is already a hard worker."

I think I left the young lady a little unconvinced, but the more I study life and its workings, the more I am certain within myself, that hard work is the only road that leads to real and lasting success. The following quotation from Dean Pound of the Harvard Law School tells the same story in a better way:—

"I worked in my own way to develop my memory!" says Dean Pound. "It is not a 'natural gift' that came to me already developed. But one of the most difficult things in the world is to get credit for work. A writer will sweat, worry, starve, go in rags during the apprenticeship that eventually qualifies him for his great work. When it appears, the world says: 'He's a genius!' A business man will start out in youth as a coal heaver, toil twelve hours a day, sacrifice pleasure, study until past midnight, and after forty years of effort gain a fortune. 'He's a lucky dog!' says the world. One man will spend sixteen hours a day at his desk; the man next to him will spend eight. Yet when the sixteen-hour man arrives at his goal and the eight-hour man is only half way there, people look at the faster traveler and murmur something about 'pull'!"

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The Snake and the Slanderer

I

Many, many years ago in India two creatures went slowly along an abandoned road towards a distant city. One was a huge snake, whose coils were so powerful they could strangle an ox and whose bite was so deadly that it would slay the strongest man in less than a moment. The other was a man clothed in rags and walking on bare feet. At first sight the man seemed but a poor, miserable beggar, leaning on a cane and groaning as he took step after step. At heart, though, he was a slanderer, a person who loved to uncover the mistakes and weaknesses of other people and then shout them out from the housetops so that all might hear. As these two queer creatures went along, the snake lifted up his head and spoke, "Friend," he said, "I have been journeying towards yonder city for three days. I have a mission to perform there. The people have grown careless of their own welfare. Disease is spreading from one to the other. The streets are unclean; and the houses are filthy. It needs some dreadful happening to wake these miserable people up. I am that dreadful thing. I shall slay one hundred innocent persons, and then depart. When I am gone the survivors will take thought and see to it that the city becomes a safe place in which to live once more."

The man looked down on the snake and laughed. "You're a wicked creature," he said, "but I admire you just the same. In a way I am going on the same errand. These people are too well satisfied with themselves. They have lived in peace so long they have forgotten to value peace at its true price. I shall enter in and sow discord among them. I shall set one man against the other, father against son, and mother against daughter. How shall I do it? By telling each the truth about the other. I am not a liar, my friend, not by any means; I am only a slanderer. I go about telling the truth in awkward places, where it will do the most harm. I never believe in letting a man recover from the effects of a mistake."

The snake lifted a crafty eye to his fellow traveler. "I thought I was a

good and efficient snake," he said, "but I can see that I am only an apprentice at the job of killing happiness, when compared to you."

(To be continued.)

The Snake and the Slanderer
II

Just then the two came to the city gates. They were closed and over their portals hung a sign which said: "The city is crowded. There is room for only one more traveler."

"This is a hard case," said the man. "One only of us may enter. If you don't mind I shall be that one." "But I do mind," said the snake. "I mind very much." "Very well," said the man, picking up a stone. "Be unreasonable if you want to, but if you insist on going in it will be necessary for me to crush your head."

Before the man could cast the stone, however, the snake threw a coil around his waist and began to tighten it. "Help! Help!" screamed the man, as he struggled in vain to release himself. At the cry, the gate opened and the evil spirit of the place came forth. "Here, here!" he cried. "Stop that nonsense!" At his command the man threw down his rock and the snake uncoiled himself from about the man's waist. "I have been expecting both of you," said the evil spirit, "and regret that both may not enter in, but, facts are facts, the city is full and there is room but for one. Now this is my decision. The man shall be admitted first, since a slanderer is mightier for evil than any snake. After three days the man must come forth that the snake may enter." "But three days is too short a time," protested the man. "Not for a slanderer," laughed the evil one. "Three seconds and three words are often plenty time enough to ruin the sturdiest character. Come on now, and make the most of your stay here, and you, brother snake, abide in peace in that hole in the wall until I can open a gate for you."

Rumor

Every race has devised ways and means of spreading news. Some of these means are very curious and interesting. The American Indian made it a practice of going up on a high hill and building a fire. He would then throw on green grass or leaves, making in this way a column of smoke that rose many hundreds of feet into the sky. When he saw an answering column of smoke in the far distance he knew other Indians waited for his message. He then took a blanket and spread it over the smoking pile. This broke the column of smoke; by lifting off the blanket and spreading it out again at irregular intervals he was able to talk to his distant friends.

In Africa and South America the drum is the great means by which news is spread. The noise of the drum can be heard for many miles and the message it sends is taken up and forwarded by other drums until in a very short while news travels over valleys and across mountains, through jungles, from sea to sea.

In Mesopotamia the marsh Arabs who live in a wilderness of shallow water have what is known as the Tail Gardi, the Telegraph of the Reeds. No one knows just how it works, but some think that news is spread by means of stones knocked together under water; it is certain, however, that information travels across the reedy marshes faster than any boat can go.

Another mysterious news system is that known in certain parts of the world as the Grapevine Telegraph. No white man knows just how this scheme is worked. It is interesting to study these efforts of man to talk to his distant fellow. Who knows but in the years to come, people on different planets, scattered through space, will tell each other of their failures and successes, their hopes and fears!

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EDUCATION IN ACTION

Barnard Raises Tuition Fee

Barnard College has increased its annual tuition fee $60 in order to meet higher salaries for professors, according to an announcement by Dean Virginia Gildersleeve. The yearly tuition fee now will be $400 instead of $340. With the increase in tuition fee the new minimum cost of a girl's education at Barnard will be $860, which will include the cost of room and board at the lowest charge of $460. Expenses at other women's colleges in the East vary as follows: Bryn Mawr, about $850; at Mount Holyoke, about $890; at Radcliffe, now about $913; at Smith, about $900, and at Vassar and Wellesley, both about $1,000.

Demand for Graduates Of London Trade School

Of twenty-two junior technical or full-time trade schools maintained in London for training boys for skilled occupations, 7 schools prepare for engineering, 3 for building trades, 2 for printing, and 1 each for woodwork and cabinetmaking, silver-smithing, carriage building, navigation, music trades, the rubber trade, boot and shoe manufacturing, tailoring, hairdressing, chefs' and waiters' work. They are attended by 2,348 boys, of whom nearly half hold trade scholarships, and 40 are admitted free. Courses of two and three years are given, and regular tuition fees range from 3 pounds to 10 guineas a year. The purpose is to have the boys ready for paid enrollment about the age of sixteen years. The demand for boys trained in the schools is in excess of the supply, and no difficulty is experienced in placing them with good firms.

Costa Rican Teachers Trained in Chile

Ten scholarships have been granted by the Costa Rican government to Costa Rican teachers who wish to study in Chilean schools. Each nominee will receive $70 per month, transportation expenses, and expenses incurred in purchasing textbooks and other necessary materials. The nominees must agree to teach for five years in the schools of Costa Rica after completing their work in Chile. Examination of candidates for these scholarships was held recently, and six of the scholarships have already been awarded. About twenty-five years ago the Costa Rican government granted scholarships in Chilean schools to several teachers. The experiment was successful, and those who were trained in Chilean schools are now among the leading teachers of Costa Rica. This influenced the Costa Rican government to send other teachers to Chile.

Tuition Less Than Third of Cost

Income from tuition and fees paid by students covers about thirty per cent. of the expense budget of Yale University, according to the treasurer's report for 1927-28. During the college year $1,597,512 was derived from these sources, making an average payment per student of $318. To cover all university expenses an average tuition charge of more than $1,000 would be required.

Magazine Printed In Arabic Language

Publication of an educational magazine in the Arabic language has been inaugurated by the American University at Cairo, Egypt. It is said to be the first magazine in the Arabic language devoted entirely to the general discussion of modern education and the adaptation of progressive principles to the educational problems of the Near East.

Facilities in Madrid For Spanish Course

The interest taken by Americans in the study of the Spanish language in Spain has been very evident of late years and each summer sees increasing numbers joining the holiday classes. Over 100 American students attended last year the summer course at the Centro de Estudios Historicos in Madrid. This prospectus for the next course states that the aim and object is to offer students a brief and well-ordered cycle of lectures and practical classes, given by specialists in their respective fields. Excursions to Toledo, the Escurial, Segovia and Aranjuez are organized and visits to the museums of Madrid.

Switzerland Has Eight Universities

Switzerland is justifiably proud of the fact that in proportion to its size and population it possesses more and bigger universities than any other country. The total population is under 4,000,000, and there are altogether no less than eight universities and one technical institute, with a total of over 8,000 regular students and an additional 2,400 non-matriculated "hearers." Except as regards the faculty of Roman Catholic theology to which only men are admitted, co-education is the rule, and students from other countries are admitted on equal terms with the Swiss themselves. None of the universities is of the "resident" variety and the students are all expected to make their own arrangements for board and lodging.

$180,000 Given To 88 Students

The John Simon Guggenheim Memorial Foundation, established in 1925 by former Senator and Mrs. Simon Guggenheim of New York in memory of their son, have announced grants totaling $180,000 to eighty-eight scholars, painters, sculptors, composers, authors and experts in the theatre arts to assist them in carrying on research and creative work in foreign countries. Of the eighty-eight who comprise the list announced, 62 are receiving grants for the first time. The new fellows were picked from 20 states and 37 schools, colleges and universities. Eighteen grants are to persons not connected with any educational institution. More than 600 applications for fellowships were received.

Teachers Allowed Leave of Absence

Ten days' leave of absence with pay is allowed teachers and heads of schools in Schenectady, N. Y., each year for personal illness or on the occasion of serious illness or death in the family. The leave is cumulative in whole or in part. When 100 or more days have been accumulated, upon application to the board of education the teacher will be granted a half-year's leave of absence, on full pay, for study or travel, or for some other activity which in the judgment of the board will be of equivalent value to the school system.

Industrial Institute Open to Everybody

Dunwoody Industrial Institute, Minneapolis, Minn., will give any instruction it has to offer to anybody, at any time, and for any length of course. The institute was founded fourteen years ago with a student body of forty; enrollment today is about 5,000. Boys and young men dropping out of school or college are prepared for a wage-earning job, and additional training is given as opportunity offers, in order to fit students for higher wages. During the fourteen years approximately 65,000 men have received the advantages of day, part-time and evening instruction in the institute.

Mexican Schools On American Models

An industrial school to be known as "Escuela Industrial General Obregon" for Monterey, Mexico, is now in prospect. Plans and specifications are being prepared by the firm constructing the federal building. It is planned to have this school complete in every respect, and methods and equipment employed in similar schools in the United States are being closely followed. The cost of the building and initial equipment is placed at 200,000 pesos (approximately $100,000) and it will be financed by the Federal and State Governments.

Industrialists Defend Collegiate Education

The statement of Dr. Harold F. Clark of Teachers College, Columbia University, to the effect that a college education can be a positive detriment to wage-earning power again brings to the fore a question which has often puzzled educators, leaders and undergraduates. His conclusion has been promptly challenged by three of America's prominent industrialists, Harvey S. Firestone, Samuel M. Vauclain and Julius Rosenwald. It also is challenged by educators, including Dr. John Grier Hibben, president of Princeton University. It is at variance with the conclusion of many who have studied the problem in the past and have placed a definite cash value on a college degree.

Fraternity Ban Dropped in Arkansas

The last of the Arkansas state laws opposing national college Greek letter organizations disappeared when Governor Harvey Parnell signed a bill to "repeal the act of 1901 forbidding fraternities in the University of Arkansas." Dr. Francis W. Shepardson of Chicago, president of the National Inter-Fraternity Council, recently said that Arkansas, so far as he knew, was the only state having a law forbidding college fraternities. Other states, however, have laws forbidding the existence of high school fraternities.

Professional Courses For Bronx Teachers

Courses in the history and principles of education, educational psychology, methods of teaching, and curricula in elementary, junior and senior high schools, are among the sixty-five extension courses for members sponsored by the Bronx Borough-wide Association of Teachers, offered at five centres in New York City. Fees are nominal, and the courses have been approved by the board of examiners, and may be credited toward a degree. Lectures are provided by City College, New York University, and Fordham University.

Cincinnati Teachers Becoming More Stable

Teacher turnover in public schools of Cincinnati decreased from seven per cent. in 1917-18, when 1,566 teachers were employed, to 5.9 per cent. in 1926-27, when teachers numbered 2,034, according to a recent study. Resignations per year ranged from 62 to 96 and accounted for the largest number of withdrawals. The average was 77.4 resignations per year. Other causes were death, with an average of 7.7 per year; service discontinued, 10.9 per year; and retirement, 18.7 per year. The largest turnover was in teachers of physical education, an average of 23 per cent.; in art, 20.3 per cent; German, 20 per cent.; industrial arts, 12.4 per cent.; and kindergarten, 11.9 per cent. The largest turnover naturally occurred during the years of the World War and immediately thereafter, when conditions were unsettled.

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TREND OF THE TIMES

WOMAN prime minister is foreseen by General Sir Ian Hamilton, who commanded the British forces in the Mediterranean during the war. "The Amazons are going to fling themselves straight into politics," he said at a banquet, "and it will be women's politics from now on, and no peace at all until we get a lady prime minister."

INROADS made by the chain store into various branches of the retail trade are bringing about a general revision of wholesale and retail practices throughout the United States. The focus of attention in the commercial field has now shifted from production to distribution. The revision is being worked out with a view to reinforcing the entire mechandising structure and rendering it more self-contained and adaptable to the exactions of present-day commercial enterprise.

DISH WASHING on a scientific basis is being done by William Nauer at Pittsburgh to determine how soon soap and water and a discloth will eat or wear off the surface of certain patent trays made from carbolic acid and an odorless formaldehyde. Engineers decided that the hardest wear to which the trays could be exposed was dishwashing. Nauer has washed nearly 500,000 dishes since August and shows no sign of weakening.

ILLNESS of King George of England will probably cost about $225,000, according to estimates. It is possible that Parliament will make a grant to cover the immense expense attendant upon his illness. The cost to date has already reached $175,000, which includes $125,000 for doctors' fees.

"RECENT EVENTS are significant of a change in American sentiment toward the World Court which soon will lead this country to join the court," declares Senator T. J. Walsh of Montana. "The election of Charles Evans Hughes to be a judge of the Court is one event that has revived interest in the tribunal."

CIVIL WAR within the revolutionary armies will shortly recur with Central China along the valley of the Yangtse as the scene of further bloodshed. These indications are apparent in spite of the strict censorship, according to a dispatch from Shanghai. The Nanking government is seeking to minimize the importance of the apparent rebellion within its own ranks.

SOVIET FOREIGN TRADE figures for the first five months of the fiscal year, which begins October 1, are unexpectedly encouraging. They show a total, according to a dispatch from Moscow, of 610,000,000 roubles, of which 317.5 are export and 292.5 represent import. The favorable balance is thus 25,000,000 compared with the unfavorable 37,000,000 of the same period last year.

THREAT of synchronization against the art of music has about reached its peak, according to Joseph N. Weber, president of the American Federation of Musicians. Already some larger theatres in the big cities find it expedient to advertise that they use real orchestras and organists, not canned music, he said. Approximately 3,000 of the 23,000 theatre musicians have been displaced by development of sound and musical synchronization with motion pictures in the last year.

DURING the past decade the world area under irrigation has approximately doubled. At the present time there are 200,000,000 acres under irrigation. Of the continents, Asia stands first with more than 140,000,000 acres, or seventy per cent. of the total, followed by North America with nearly 27,000,000. Europe has 15,000,000, Africa 10,000,000, South America 6,500,000, Oceania about 1,250,000.

WOMEN gainfully employed in the United States total some 8,549,511 individuals. They are found in 537 out of 572 listed occupations. More than half of the women at work are in the businesses and professions. They have 960 clubs aligned in the National Federation of Business and Professional Women's Clubs. They have 436 educational loan funds. In addition to the usual enterprises women also are found as designers, draftsmen, inventors, chemists, metallurgists, dentists, aviators and theatrical producers.

BRAINS of the average white man weigh 1,375 grams while the average weight for white women is 1,244 grams. The relation of brain weight to mental ability is not by any means established at the present time, although the evidence favors the man with the large brain. Large brains seem to suggest not only the possibility of superior functioning, but also additional years of such superior activity.

The BOOK TABLE

A NEW STUDY OF ENGLISH WORDS. By Jessie Macmillan Anderson, Milton Academy, Milton, Mass. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Nothing characterizes the years since 1920 more than the new birth of interest in educational activities that were supposed to have been crystallized. Nothing was more stabilized than the use of words. Use of language as it had been long used traditionally was "culture."

As by magic there has come a passion for knowing how to use traditional words in new ways. The dictionary was formerly a museum to which one would go for amusement in leisure, or for information about a word that he had doubt about in any way.

"A New Study of English Words" is the latest suggestion for a creative use of the dictionary. It suggests learning something new about all words, but what is more important it inspires every one who uses it to use a greater variety of words, and gives vivacity to one's thinking as well as to his speaking and writing.

THE NEW THIRD READER. The Smedley and Olson Series. By Eva A. Smedley and Martha C. Olson, both of Evanston, Illinois. Illustrated by Matilda Breuer. Chicago: Hall and McCreary Company.

The Smedley and Olson Readers are having an unusual success because teachers and school children like them, and principals, supervisors and the superintendents especially appreciate how well children read other books who have read one of this series. We are not surprised at the success of the school readers which the special teacher of literature and dramatics and primary supervisor of Evanston create for each of the series. This New Third Reader is the result of selecting only the most successful stories that have been used in the most successful schools of Evanston, where hundreds of stories have been read, and only the stories which all the children like, which teachers and principals know that all the children like.

Miss Smedley and Miss Olson and Miss Breuer give a great deal of time and thought to the best way to interest other children as they use the story in their school.

It is always a pleasure to see a new Reader of the Smedley-Olson Series because I have often seen the interest Evanston children have in their school activities.

STUDY AND PERSONALITY. A Textbook in Educational Guidance. By Richard L. Sandwick, Highland Park, Illinois. Cloth. 228 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

We like this book immensely. It is an admirable study in personality, directly and indirectly attained. It is an interesting presentation of education as an adventure of the learner. It makes skilful use of the spirit of morale. It deals with various school methods and devices for securing results and is in every case attractive reading. Much as we are reading in educational and other worthwhile books and magazines, we have found nothing in the writings of the principal of the Deerfield-Shilds high school of Highland Park, Illinois, that is not captivating by its freshness of thought and charm of expression.

WORDS, SPELLING, PRONUNCIATION, DEFINITIONS AND APPLICATION. Compiled by Rupert P. SoRelle and Charles W. Kitt, Second Revised Edition. New York, Chicago, Boston, San Francisco, Toronto, London: The Gregg Publishing Company.

There is no better demonstration of the significance of intense specialization than in the case of the Gregg Publishing Company, and "Words" is one of the illustrations of their eminent success in specialization.

Their classification of words makes it relatively easy to know when a new word intrudes. There are thirty distinct technical vocabularies, and no new word is likely to fail to be caught in its flight even in a daily paper or magazine article. It is much the same with a word brought in from a foreign language. Every reader of the writings in any science, industry or profession realizes that new words and new meanings of old words spring up over night. "Words" first appeared in 1903. A second edition was issued in 1911. This second edition brings everything up-to-date especially for the business man.

THE NATURE AND MEANING OF TEACHING. By Ralph F. Strebel and Grover C. Morehead, of Syracuse University. Cloth. 272 pages. New York: McGraw and Hill Book Company, Inc.

Here is a professional production of the present year which attacks live educational problems of the day in a brilliant, heroic way. From the military standpoint it is Napoleonic, while in the spirit of the day it is a Lindbergh achievement. It gives pedagogical philosophy as startling a resetting as television has given moving pictures and the opera.

FUNDAMENTALS OF CHEMISTRY. By Carl William Gray, Claude W. Sandifur and Howard J. Hanna, all of Los Angeles High Schools. Revised and Enlarged. Cloth. 650 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

It is inconceivable that any subject could have had such fundamental changes in matter to be taught and methods of teaching it as has been the case with chemistry in the last eight years. And in 1920 it seemed as though so many changes had taken place that the subject and methods of teaching were stabilized.

Chemistry is no longer primarily a science for school and college, but is indispensable to every man and woman who wants to be even decently intelligent.

No city in America is more modern in anything and everything than is Los Angeles, and each high school challenges every other to rival it in having the latest thought in educational achievement, and "Fundamentals of Chemistry" is the creation of three high school departments of chemistry copyrighted by them three times in seven years.

We tried to teach chemistry in a state normal school more than sixty years ago, and we have followed the progress of the science and the art of teaching it ever since. We thought there was great progress in the seventies, and in each succeeding decade, but there has been vastly greater changes in the last decade in the last century than in the five preceding ones, and this book makes this clear.

BEFORE COLUMBUS. By Cecil E. Stevens, supervisor of schools, Rio Piedras, Porto Rico. Cloth. Illustrated. 191 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

It is as highly important for the United States as for Porto Rico that they know each other better and appreciate each other's work, and this can best be done through the schoolbooks read by them and by our rising generations.

"Before Columbus" is a highly valu-

able approach to the appreciative acquaintance that is desirable. It is bond of union in which they have certain romantic advantages without disturbing our historical traditions or theirs. It will render an important service to all of us without any disturbances historically or sentimentally.

STEER FOR NEW SHORES. How Medieval Europe Found and Explored America. By Susie M. Best, Cincinnati. Illustrated by Ludwig and Regina. Cloth. Chicago: Beckley-Cardy Company.

For various reasons American interest in Mexico's past is greater than it has been in recent times. There are anticipations and expectations that create unprecedented interest in everything historical and mythological in the Spaniard adventures which are here given of the adventures of Montezuma, Cortez, Coronado and De Soto.

We have seen no school book which tells so much about so many adventures of so many famous leaders in as fascinating a story as Miss Best gives in these 225 pages with attractive illustrations.

PSYCHOLOGICAL FOUNDATIONS OF TEACHING. By Helen L. Tonks, Hunter College, City of New York. Cloth. 212 pages. New York: Globe Book Company.

Here is a book for teachers in service and for classroom study by students of the art of teaching which is of unusual interest and professional importance. Just now publishers are venturesome and professional teachers ambitious. Most of the books of this class are limited to the personal and professional friends of the author, but occasionally such a book, as in this case, has a special professional personality which creates an extended market.

We go on record in this case with high hopes of nation-wide influence although created in the heightened voltage of Brooklyn, and in long continued influence, though it appears at a time of professional restlessness.

Our hopefulness is based upon the perfection of the plans for a campaign of educational usefulness indicated scholastically as well as professionally, by rare skill in illustration and attractive phrasing in all suggestions.

DONALD IN NUMBERLAND. By Jean Murdoch Peedie. Illustrated by Berta and Elmer Hader. New York: Rae D. Henkle Company, Inc.

This is the newest new scheme for learning everything about numbers that ever bothers children when they first try to add, substract, multiply whole numbers and fractions.

We know of no way to describe this book, but any child will know all about it when he sees it, and will be delighted that he has seen it when he knows how to learn any number lesson playfully which he used to dread to try to learn.

It looks like a great joke as one sees the queerest colored pictures ever seen in a book from which to learn hard lessons.

But as a matter of fact it is the most practical number book we have ever seen, and it helps any child, whatever his Intelligence Quotient, to learn with ease and remember forever more that a child must know and remember than we have known any child to learn from a book of fifty pages.

We have never wished we could write a review of a book that we cannot adequately write as much as the case of Jean Murdoch Peedie's "Donald in Numberland."

EDUCATIONAL SOCIOLOGY FOR BEGINNERS. By David Snedden, Teachers College, Columbia University. Cloth. 630 pages. New York: The Macmillan Company.

Sociology is related to education much as cultivation is to the preparation of soil for a crop. No group of students needs the same education as any other group differently constituted sociologically any more than any soil can be prepared for a special crop without knowing what that crop needs for the best results from the use of that soil.

No one whom we know has had as good a preparation for relating education to sociology and sociology to education as has Dr. Snedden. His life in California in childhood and youth, his teaching experience in country and city on the Pacific Coast, his studies and teaching experience in some of the best progressive educational institutions in the United States, and above all his state and professional leadership for several years, always specializing in some phase of educational relation to sociology, have all conspired to make this "Sociology For Beginners" reliable in its knowledge of all relationships involved in such a study and guarantee freedom from professional stagnation as well as from crudities of mere adventurers in progress.

While the book emphasizes its appeal to beginners it is as wholesome reading for experienced educators and sociologists as for beginners. We have probably been interested in this phase of education and sociology as long and as intimately as any reader who is not a specialist, and the book is both informing and inspiring to me, and I commend it from the basis of personal appreciation.

THE TEACHER OUTSIDE THE SCHOOL. By J. Frank Marsh, A. M., Ph.D., secretary State Board of Education of West Virginia. Cloth. 244 pages. Yonkers-on-Hudson, New York and Chicago: World Book Company.

This book deals with unusual problems in an exceptionally interesting and impressive manner. We could write of the author's mission and message far beyond what our space will allow and then not say a tenth part of what the author says in the "Foreword," from which we quote:—

"The teacher's life outside the school will react on the teaching. The present-day teacher has opportunities for wide experience, for a fullness of development, that will preclude the possibility of her becoming provincial.

"The best teacher is the one who qualifies not only because of pre-eminent training and teaching skill, but also because of the important part she plays in human society. The teaching profession is one of the largest and finest in the world, and it is the obligation of every individual teacher to win for it the recognition that it deserves from the public. The teacher who attains success and the standing which follows will get the fullest measure of stimulus and satisfaction from her activities and contacts both in school and out; she will also help to create the most favorable impression for herself and her profession. She may acquire the background and interests of the traveler and the scholar; she may realize the creative skill of the artist, the feeling of security of the financier, the poise and appearance of the wealthy and leisure classes, and the wholesome self-respect of those who attack important tasks with confidence."

Books Received

"Our Little Chilean Cousin." By Anna C. Winslow.—"Pat and Pal." By Harriet Lummis Smith.—"The Philosophical Bases of Education." By R. R. Rusk. Boston: L. C. Page and Company.

"The Consumption of Wealth." By E. E. Hoyt.—"The Questionnaire in Education." By L. V. Koos.—"Testing Intelligence and Achievement." By A. J. Levine and L. M. Marks. Boston: The Macmillan Company.

"Music for Young Children." By Alice G. Thorn.—"Persuasive Speaking." By John A. McGee.—"De La Vida Norteamericana." By Antonio Heras. New York: Charles Scribner's Sons.

"Arithmetic Practice," Books 5 and 6. By Beverley Benson. New York: The Macmillan Company.

"Psychology." By J. Baar.—"Psychological Foundations for Teaching." By Helen L. Tonke. New York: Globe Book Company.

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Turned the Trick

"That's enough out of you," said the burglar to the loquacious woman. "If you so much as even open your mouth again I'll shoot."

"Say, fellow," put in the meek looking husband after a few moments' silence, "how much will you charge to stay here by the month?"

Slighting the Description

Mr. Justwed—"Here's my discharge from the army. Nice, isn't it?"

His Bride—"Let's see. 'Had gray eyes, brown hair, light complexion—.' Why, Edwin, that's horrid. It doesn't say a word about those dear amber glints in your eyes, nor that soft, tempting wave of your hair, nor your simply adorable complexion."

Lucky to Get Such a Wife

Tom—"Well, Jim, I can tell you're a married man all right. No more holes in your socks."

Jim—"No, sir. One of the first things my wife taught me was how to darn 'em."—Boston Transcript.

Appreciation

"I must say," remarked the lady to her cook, "that you perform your duties in a very perfunctory manner."

"Thank you, mum," said the cook. "I've been 'ere three months and that's the first word of praise I've 'ad."

"Here Comes the Boss"

"Do I know the business? Rather. I was very useful in the last place—it was I who used to call out to the others: 'Hush! Here comes the boss.'"

Domestic Note

"You think I'll never train this dog to mind me!" exclaimed a wife to her husband. "Oh, yes, I will. You were just as troublesome yourself at first."

Two Patches

A woman advertised for a man to work in her garden, and two men applied for the job. While she was interviewing them, she noticed her mother was making signs to her to choose the smaller.

When the women were alone, the daughter said: "Why did you signal to me to choose the little man, mother? The other had a much better face."

"Face!" exclaimed the other. "When you pick a man to work in your garden, you want to go by his trousers. If they're patched on his knees, you want him; if they're patched on the seat, you don't."

Mistaken Identity

Schram, who had run out of gas on the outskirts of a country town, saw a boy coming along the road carrying a big tin can. "Say, boy," he yelled, "I hope that's gasoline you have in that can."

"Well, I hope it ain't," returned the boy. "It would taste like the dickens on ma's pancakes."

Right On His Way

A sloppily sentimental woman was married to an unromantic man.

One evening she said to him, with a sigh: "Would you mourn for me if I were to die?"

"Oh, yes," he mumbled, "of course I would."

"And you would visit the cemetery often?" she pursued.

"Certainly," he said, with a little more animation. "I pass it on the way to the golf links, anyhow."

Two of a Pair

A passenger on a New York and Chicago limited train, looking under his berth in the morning, found one black shoe and one tan. He called the porter's attention to the error.

The porter scratched his head in bewilderment.

"Well, ef dat don't beat all," he said. "Dat's de second time dis mawnin' dat mistake's happened."

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High School Golf

By J. W. RAMSEY
Superintendent, Fort Smith, Arkansas.

About two years ago golf was added to the physical training department of the Fort Smith Junior and Senior High Schools, as one of the major sports. Since that time the game has gained popularity in the schools of the surrounding community to the extent that a number of inter-school contests have been arranged with golf teams of nearby cities. In the beginning a good many people looked upon the plan as an innovation that would be of short duration. On the contrary, however, golf has become one of the standard forms of athletics in the community and there are perhaps as many students interested in golf as any other sport that has recognized standing in high school circles.

Fort Smith fortunately is supplied with sufficient golf courses to make it possible for the students to have an outlet for the technical instruction they receive in the physical training department. By the very nature of things, such sports as football, baseball and basket-ball must be limited to a small segment of any student-body. Usually after the first and second teams in a sport have been selected, the other students who have made a try-out earlier in the season lose interest and thereby lose the benefit of the training that they would have received had they made the team. This is not true in the game of golf, being as it is, more of a game for individuals than for teams.

The modern program of education places quite as much emphasis upon the physical well-being of the pupil as upon the mental. In the light of this advanced tendency, school men have been faced with the problem of finding more sports that would interest larger numbers of pupils. Golf seems to be the solution for the problem, particularly in localities where golf courses are available. There was a time when golf was looked upon as being a sport in which only men and women of the "400 class" could engage. This idea came about by reason of the fact that golf was only available to members of exclusive country clubs. In recent years, however, a great many cities have provided municipal courses on which citizens may play at a nominal cost.

Golf is not a sport that is as strenuous, for instance, as football or basketball, and for this reason a great many more individuals may participate. No expensive equipment is necessary for giving golf instructions in public schools. In our schools, as an example, the only expense incurred was the installation of driving nets and some indoor putting devices in the gymnasium. In this particular section of the country the climate most of the year is such that both instruction and practice may take place on the campus.

We have made no effort here to give golf precedence over any of the other sports, although interest in the sport has gained gradual momentum until now it is one of the most popular sports that is fostered by the schools.

Films in the Classroom

The potental value of motion pictures as an adjunct of instruction was long an open question. Educational opinion was divided. The films shown in theatres were obviously ill adapted to the needs of education and were often a negative and vicious influence. If the schools were to employ films for other than entertainment purposes, the subject and treatment would have to be the result of special consideration.

Even so, would films be of practical assistance? The question required extensive and painstaking research for its proper answer.

Through the liberality and broad-gauged business policy of the Eastman Kodak Company, experiments were undertaken to ascertain what ought and what ought not be accomplished

by the use of films in the classrooms. The experiment involved 10,000 pupils in ten or more cities. The conclusions were clear. Children advanced more rapidly and satisfactorily when their textbooks were supplemented with the right sort of motion pictures. Ninety-seven per cent. of the teachers declared their work more effective when films were put at their disposal.

A pamphlet entitled "The Story of Eastman Classroom Films" has been prepared and will be of interest to any progressive school official. A copy may be had for the asking, from Eastman Teaching Films, Inc., Rochester, N. Y. A list of available material on the Eastman list is included.

Helping Backward Children

Subnormal and backward children in special schools and classes maintained by city school systems increased from 10,890 to 51,814 during thirteen years, 1914 to 1927, according to the Bureau of Education. The number of special classes in city schools for children of lower mentality has about doubled in ten years. The large growth in schools and in enrollment does not indicate that feeble-mindedness is on the increase, but that better provision is made for the care and instruction of such children. The statistics of the bureau included fifty-one state institutions, thirty private institutions and 218 city day schools. Subnormal and backward children in city schools are usually of higher mentality than those in state institutions, and are in school only during the period of instruction. Sex distribution is about the same in state and in private institutions, but city schools enroll about twice as many boys as girls. In order to make these handicapped young people as nearly self-supporting as possible, they are taught music, household arts, agriculture, manual training, and certain trades, in addition to the usual academic subjects.

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